Protocol – Indicator 8

Essential Elements

Indicator Description

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Provide the actual numbers used in the calculation.

Report on the number of parents to whom the surveys were distributed.

Stakeholder Engagement:

Special ED Advisory panel is used for stakeholder engagement. Meetings with the advisory panel are held monthly via Zoom or in-person. The advisory panel helps with targets and suggestions for training with districts and dissemination. Official minutes must be kept on all SEAP meetings and must be made available to the public on request.

 For target and baseline setting for results indicators:
1. There was a series of virtual meetings with parents and for the public to review data and set targets. Special education directors are also included.
2. There are 12 parents of a child with a disability and 4 parent members of organizations out of 27 members on the panel that are engaged in setting targets, analyzing data, developing improvement activities, and evaluating progress.
3. Attendance is tracked by roll call at the beginning of each meeting, and members are marked present or absent on an attendance form. The Research Specialist takes roll and provides parent engagement
4. In-person training was provided to all panel members on October 22, 2025, from the Program Director, Technical Assistance for Excellence in Special Education (TAESE) at Utah State University. Topics included:
   a. Purpose for the Special Education Advisory Panel Under IDEA
   b. Knowing and Understanding the Panel By-laws
   c. IDEA Regulations Regarding the Advisory Panel
   d. The Panel in the Context of the History of Special Education
   e. The Relationships Between Part C of IDEA, Section 619, and Part B of IDEA
   f. Required Membership of the Advisory Panel Under IDEA

    g. Working as an Advisory Panel

    h. Duties of the Advisory Panel Under IDEA

    i. Panel Meeting Procedures

    j. The Panel and OSEP Related Items – General Supervision/APR and DMS

    k. Establishing Annual Advisory Panel Priorities

    l. Current Issues in Special Education and their Possible Impact on the Advisory Panel

5. These meetings were advertised on website, flyers were sent to districts for students to take home to parents, districts and parent centers were also notified regarding virtual meetings.

6. There was a series of ~7 zoom meetings, to collect feedback and answer questions. There was an overview of the indicators, and historical data was presented to review trends. Suggested targets were provided, and comments were recorded. Questions and comments centered on actual data and how the data impacts children. Chat and verbal discussion were used to collect feedback.

7. Meetings are held on weekends, evenings, and at lunch to maximize the availability of people. These were held from November through January.

8. Meets at least four times per year.

    a. Solicits nominations for membership from interested parties, including parents.

    b. These meetings serve as the primary mechanism for gathering input on target settings, data analysis, and strategy development. The timeline is aligned with the administrative year (July 1 – June 30).

9. An annual report of SEAP activities and suggestions to the SEA, which must be made publicly available.

10. Results of meetings, target settings, and data analysis etc. are discussed in the APR.

There is also an annual parent conference in partnership with the Mississippi Parent Training and Information Center, which is also open to teachers and directors. The data are presented during the conference, and targets are discussed during this meeting.

Target Setting:

The state presents historical data and creates recommendations for targets. This is presented to stakeholders to gather feedback during the meeting. Notes are taken to review and the Education Program Administrator for Data and Compliance, the data team and Director finalize and approve targets, and the Education Program Administrator for Data and Compliance.

Online SPP/APR Submission Tool Information:

The Director of Special Education, the Education Program Administrator for Data and Compliance, the Director of Data Analysis and Reporting, and designated OTSS developers have access to the SPP/APR Tool with permissions to submit and edit the report. The Director of Special Education authorizes user access, while the Director of Data Analysis and Reporting manage user accounts and coordinates communication with Partner Support regarding access and technical issues.

Users with access to the tool login here: https://emaps.ed.gov/suite/

Data Stewards:

1. Executive Director, Office of Special Education, Provides final review, approval, and certification of all SPP/APR submissions and related data reports.
2. Education Program Administrator for Data and Reporting / Part B Data Manager, Office of Special Education, oversees data collection, validation, and analysis; coordinates timelines and ensures compliance with IDEA and federal reporting requirements; serves as primary liaison with Partner Support and OSEP.
3. Data and Reporting Data Specialists, Office of Special Education, conduct data collection and validation; analyze district-level data; provide technical assistance to LEAs; ensure data accuracy in SharePoint and related systems.
4. Director of the Office of Parent Engagement and Support, Office of Special Education, monitors timelines and accuracy of dispute-resolution data; ensures cases are logged and closed correctly in SharePoint; oversees parent-engagement activities and procedural-safeguard compliance.
5. Parent Engagement Specialist, Office of Special Education, supports communication and outreach with families; assists in collecting and reviewing parent-engagement and procedural-safeguard data; collaborates with the Director of Parent Engagement and Support.
6. Director of Data Analysis and Reporting, Office of Technology and Strategic Services, pulls data from backend systems for Indicators 1–14; compiles data for the APR and LEA determinations; ensures consistency across state data systems.
7. EDFacts Coordinators, Office of Technology and Strategic Services, maintain EDFacts file specifications, formatting, and submission requirements; ensure alignment of all data files with federal reporting standards.

State developed online survey (separate from state student information system) https://cspr.mde.k12.ms.us/TakeSurvey.aspx?SurveyID=92K34862

Survey is sent to LEAs to disseminate to parents

State Collection and Submission Schedule:

Mississippi typically opens the parent survey in October, and it remains available for parents until the end of June.

OTSS Developer provides regular updates on the number of surveys completed per district and that report is posted for districts to monitor their progress.

After the survey closes, OTSS Developer compiles participation and performance metrics using the survey data, including representativeness.

Collection:

When the state uses a separate methodology for preschool children, the state must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school-age and preschool data collection methodologies in a manner that is valid and reliable.

The Mississippi Department of Education (MDE) administers the Parent Involvement Survey each school year to parents and guardians of students with disabilities (ages 3–21) to meet the federal reporting requirements for SPP/APR Indicator 8. The survey measures parent perceptions of how well schools facilitate their involvement in special education decision-making.

1. Timeline and Communication
   a. Survey Launch (October):
   b. Each October, the state sends an email to LEA Special Education Directors with the link to the Parent Involvement Survey.
   c. The Education Program Administrator for Data and Compliance reminds LEA Directors about the survey during weekly Office Hours meetings and emphasizes that each parent should complete the survey annually.
2. Survey Window
   a. The survey window opens in October of the current school year and closes on June 30.
3. Participation Monitoring (April–June):
   a. The Part B Data Manager requests participation-rate data from the Office of Technology and Strategic Services (OTSS) for review and validation.
   b. From April through May, the Office of Special Education (OSE) reviews participation data for anomalies and shares participation rates with districts.
   c. A final participation reminder is sent to LEAs in June, and participation rates are posted publicly on the MDE website.
   d. The Education Program Administrator for Data and Compliance highlights the public participation link during Office Hours, and updates are shared in follow-up communications distributed to all LEA Directors.

4. Distribution and Access
   a. LEAs determine their local procedures for distributing and collecting survey responses. Recommended practices include:
   b. Encouraging parents to complete the survey during the IEP meeting;
   c. Providing technology (e.g., iPad, laptop, computer) for immediate access;
   d. Sharing the survey link electronically (via email, text message, or district portal).
5. The survey is available in English and Spanish, and LEAs provide necessary accommodations as needed to ensure accessibility. When distributing the survey, districts should provide parents with a clear explanation of the purpose and use of the data.
6. District Roster Maintenance - At the start of each school year, OTSS staff provide the web survey administrator with an updated district list based on the Child Count and official directory files. The web survey administrator updates the survey platform to reflect any additions or removals of districts.
7. Participation Monitoring and Follow-Up
   a. The Education Program Administrator for Data and Compliance monitors district participation rates throughout the survey window.
   b. Districts reporting 0% participation are contacted directly to emphasize the importance of collecting parent feedback and to offer technical assistance.
   c. The OSE Data and Reporting Team reviews participation trends and coordinates follow-up with LEAs as needed.
8. Sampling
   a. The state does not use sampling for this data collection. The same survey is distributed to all parents and guardians of students with disabilities ages 3–21 across the state each year.
9. Survey Closure
   a. Around June 30, the OSE Data and Reporting Team notifies OTSS that the survey window has closed. OTSS staff then coordinate with the web survey administrator to officially close the survey platform and prepare the final dataset for review and reporting.

Data Validation:

Parent Survey Data Extraction and Cleaning Process

The OTSS Data Analyst accesses the online survey platform and navigates to the most recent survey year (e.g., *Parent Survey 2023*). Using the "Analyze" function, the analyst selects the appropriate download format to export the full dataset. The exported file is a spreadsheet that includes both demographic and survey response data.

After downloading, the analyst filters the dataset to identify incomplete or invalid records. Records with missing survey items or missing district identification codes are

removed. However, records that include complete survey responses but lack demographic information are retained for analysis.

The cleaned dataset is then provided to the OSE Data and Reporting Team for validation, aggregation, and reporting.

Data Analysis:

Each week, the OTSS Data Analyst logs into the web survey platform and accesses the current survey cycle (for example, *Parent Survey 2025 → Analyze*). The analyst downloads the full dataset containing parent responses and demographic information into a spreadsheet format. After downloading, the analyst reviews the file and removes any records that contain blank survey responses or missing district identification codes. Records with complete survey responses but missing demographic data are retained for analysis.

The cleaned file is then saved in the designated Indicator 8 folder. The analyst imports the dataset into the current year's Parent Survey Power BI report and overwrites the previous week's table data. The report also contains Child Count data for the corresponding school year to support participation rate and representativeness calculations. The report calculates the participation rate for each district.

The survey contains ten questions; however, only Item 6— "*The school gives parents the help they may need to play an active role in their child's education*"—is used to calculate the indicator result. Responses to Item 6 include *Yes*, *No*, or *N/A*. The number of parents who respond *Yes* represents the numerator, and the total number of valid responses represents the denominator for the Indicator 8 calculation.

For the representativeness analysis, the analyst uses Item 6 responses to assess demographic distribution among survey participants. In Excel, pivot tables are created by gender, race/ethnicity, and disability category, and the percentage of responses for each subgroup is calculated. Using the Child Count data, the analyst creates additional pivot tables to determine the proportion of students within each demographic group in the overall population. The proportions of respondents are then compared to the proportions of students in the population. For example, if 60% of survey respondents are parents of male students, while male students represent 50% of the state's Child Count, male respondents are considered overrepresented by 10 percentage points.

Mississippi applies a ±3% discrepancy threshold when comparing respondent and population proportions to determine representativeness. Groups falling within this range are considered proportionally represented, while those exceeding ±3% are identified as over- or under-represented for monitoring and technical assistance purposes.

After calculations are complete, the analyst generates a summary table and participation-rate report in Access that groups result by district, showing the total number of completed surveys and participation percentages. The report is exported to PDF and shared with the OSE Data and Reporting Team for review and posting. The Education Program Administrator for Data and Compliance reviews participation trends and ensures that results are discussed during Office Hours meetings with LEA Directors.

All data management follows MDE's Data Governance policies and confidentiality protocols. The Part B Data Manager monitors data quality and consistency, and the Director of Special Education authorizes access to the survey platform and related databases.

Response to OSEP-Required Actions:

The Education Program Administrator for Data and Compliance reviews all required actions and feedback provided by OSEP. The Director of Special Education and the Education Program Administrator meet to discuss the feedback, determine necessary revisions, and identify any corrective actions needed. Once the revisions are agreed upon, they are reviewed, approved, and implemented to ensure continued compliance with OSEP requirements and alignment with state improvement priorities.

Internal Approval Process:

Preliminary data and analysis are reviewed by the Data Team, the Education Program Administrator for Data and Reporting, and the Part B Data Manager. Final certification of the SPP/APR submission rests with the Executive Director of OSE.

Submission:

Data Team provides a first pass review of the indicator to see if anything should be added. Then, the director reviews the SPP/APR and submits the final report.

Clarification:

The Education Program Administrator for Data and Compliance reviews all OSEP requests and comments for clarification and drafts the corresponding state responses. An internal tracking chart is developed that lists each OSEP comment alongside the proposed state response. This chart is shared with the Director of Special Education and the appropriate program area specialists for review and input prior to submission. Finalized responses are entered into the SPP/APR system during the clarification period.

Data Governance:

Mississippi has an established data governance committee and procedures that outline the process for change control. Any changes to data collection must be formally submitted to the Change Review Board, a subset of the data governance committee and voted upon and approved by data owners.

Public Reporting:

District Determination Reports are generated each spring and posted on the MDE website, typically in April or May, in PDF or Excel format. The OTSS Data Team and the Director of Data Analysis and Reporting compile and prepare the reports for publication. The Education Program Administrator for Data and Compliance reviews the reports for accuracy and completeness before requesting that the Office of Technology and Strategic Services (OTSS) post the finalized versions.

The reports are made publicly available on the MDE website at: SPP/APR | The Mississippi Department of Education (mdek12.org)

Indicator 8 is included in determinations.

District determinations help identify indicators for coaching.